**Supplementary Information for
Kentucky Institutions' Reports
to the**

**Commission on Colleges
Southern Association of Colleges and Schools**

Substantive Change Procedure C:
The Initiation of Off-Campus Programs, Branch Campuses,
and Other Distance Learning Activities

regarding the

KENTUCKY VIRTUAL UNIVERSITY

August 15, 2000

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Overview of the
Kentucky Virtual University (KYVU)

Background

The Kentucky Virtual University (KYVU), created with passage of the Kentucky Postsecondary Education Improvement Act of 1997, plays a critical role in achieving the goals for 2020 outlined in that legislation. In particular, the law addressed the creation of a postsecondary education system that is accessible, efficient, and responsive to the needs of Kentucky's citizens and economic stakeholders. The KYVU is an integral part of the reform of postsecondary education. It is also the nation's largest consortium of colleges offering a complete online education experience.
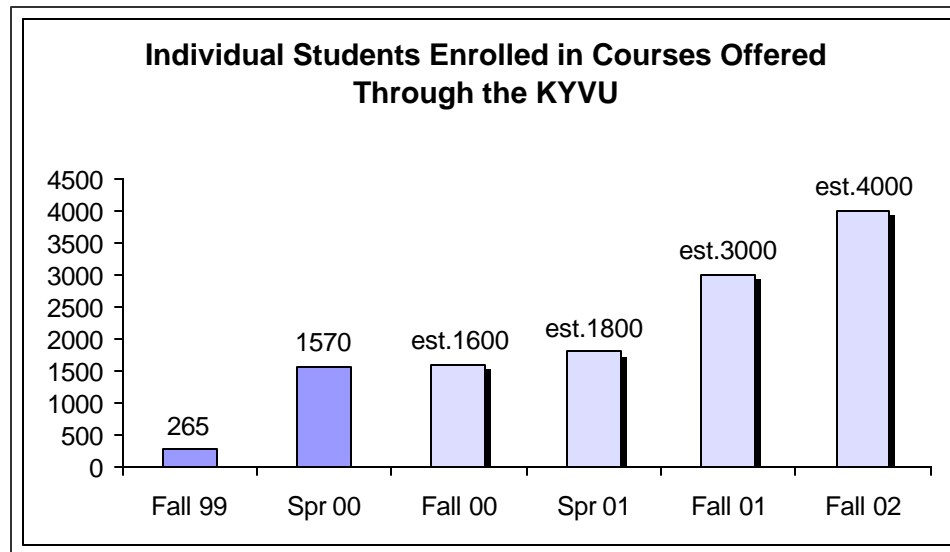
The KYVU is a part of the Kentucky Council on Postsecondary Education (CPE), the policy making body for higher education in Kentucky and a government agency of the Commonwealth. To initiate the planning and development of the KYVU, the Distance Learning Advisory Committee (DLAC) of the CPE sought input from Kentucky's postsecondary leadership as well as national leaders in the field. At the same time, planners enrolled in two year-long studies researching benchmarked corporations and educational organizations who had demonstrated exemplary success in electronic customer services and products, conducted by the American Productivity and Quality Control corporation in Houston. In addition, the project had the assistance of corporate partners, Cambridge Technology, PeopleSoft, Western Cooperative for Educational Technology, and Eduprise to create an implementation plan that was put into effect July 1, 1999.

In its inaugural semester, Fall 1999, KYVU enrolled 265 individual students in nine pilot programs:
- Associate in Applied Science (Network and Information System Technology)
- Associate in Arts (Business Transfer Framework)
- Associate in Arts (Going the Distance: The Next Frontier)
- Bachelor of Independent Studies
- Bachelor of Science in Nursing
- Certificate (Office Systems Technology)
- Library Science Certification
- Master of Science (Communication Disorders)
- Teacher Certificate (Special Education: Moderate and Severe Disabilities)

This was the largest enrollment for a first semester of any statewide or region-wide U.S. online consortium of its kind, surpassing the first semester of other similar, completely on-line pioneering organizations such as the Western Governors University, the Colorado

Electronic Community College, the University of Maine Network, Jones International, and the United States Open University (a new initiative of the British Open University). In the second semester, Spring 2000, the course offerings by the provider institutions jumped from 23 courses to 140 courses (an increase of 509%); and individual student enrollment went up from 265 to 1570 (a 492% increase). KYVU expects the fall semester 2000 to have about the same number of students as Spring 2000, and to perhaps increase just 200-300 students in Spring 2001. By Fall 2001, the KYVU expects to enroll about 3000 students, and by Fall 2002 about 4000.

Individual Students Enrolled in Courses Offered Through the KYVU

Term	Students
Fall 99	265
Spr 00	1570
Fall 00	est.1600
Spr 01	est.1800
Fall 01	est.3000
Fall 02	est.4000

The single most important goal for KYVU is enrollment in its programs, and its efficacy will be assessed by the results in student enrollment increases.

KYVU Mission and Purpose

The mission of the KYVU is to be a student-centered, technology-based system for coordinating the delivery of postsecondary education that meets the needs of citizens and employers across the Commonwealth. Many Kentuckians seek postsecondary education or professional development and need numerous and a wide diversity of services. KYVU works also to support "Students for Life" through web-based support services provided by public, private and for-profit companies. Through enabling policies and appropriate technologies, the KYVU consists of two major components:

1) a clearinghouse for quality distance learning opportunities provided by existing institutions both within and outside the state, primarily certificate and degree programs; and
2) a single point of access to statewide student, library, and academic support services.

By providing one-stop services on the Worldwide Web, the KYVU provides easy access to matriculation in both regionally accredited institutions of higher education and in customized corporate training in specialized workforce development. In particular, the KYVU offers the following online user services for the degree-seeking student:

- single college application and single fee to 57 public and independent accredited higher education institutions of Kentucky
- single registration forms for matriculation into all Kentucky provider institutions
- accredited college courses, certificates and degree programs
- materials fulfillment, including textbooks, supplemental print, laboratory, and other materials through an online bookstore (eCampus.com)
- library resources and research assistance through the Kentucky Virtual Library (KYVL)
- scholarship and financial aid information and connection to specific institutions for financial aid awards

For the adult working population seeking customized training, the KYVU offers the following online user services:

- single application and registration customized to the provider institution/agency/business
- self-paced and instructor-led options
- enrollment and records of users
- customized e-commerce for payment of products and services

In addition, KYVU emphasizes continuing education in its "Students for Life" services. Part of this effort is to upgrade workforce skills and expand professional development through basic and continuing education.

Another important factor in KYVU's activities is its goal to increase collaboration and foster efficiency and effectiveness in delivering courses and programs. This should enhance educational quality and increase global competitiveness of Kentucky's educational resources.

Targeted Clients

Given the KYVU's charge to increase access to and attainment of postsecondary educational experiences, the KYVU targets the following clients, recognizing, at the same time, that the nature of electronic delivery systems is such that potential users/clients are essentially unlimited. The primary customers of the KYVU are citizens of Kentucky with the following parameters:

- Age 23 and older
- Not enrolled in a college
- Living in remote areas of the state or are place- and time-bound

The secondary customers of the KYVU have the following parameters:

- Kentucky citizens age 22 and younger, not presently enrolled in college
- Working Kentucky citizens of all ages seeking professional development
- Kentucky employers seeking customized training for their employees
- Other U.S. and international citizens

The primary customers of the affiliated Kentucky Virtual Library (KYVL) are all citizens of Kentucky of all ages in all locations.

Relationship with the Council on Postsecondary Education

The Council on Postsecondary Education (CPE) is responsible for establishing KYVU policy and ensuring KYVU development in consultation with Kentucky's postsecondary education institutions and consistent with House Bill 1. The initial responsibility of the CPE in the development of the KYVU is to identify and adopt an effective, efficient organizational structure and operating unit for administering the KYVU. The KYVU is not be a freestanding, separately accredited degree-granting institution but functions with standing and *ad hoc* advisory committees, including an academic council. The standing advisory group of the KYVU is named the Distance Learning Advisory Council. A part of its membership is legislatively mandated and includes representative members from the Council on Postsecondary Education, Governor's Cabinet Secretaries, the Kentucky Department of Library and Archives, the president of the Kentucky Community and Technical College system and all the Presidents of the public universities. The DLAC is a recommending body to the Council on Postsecondary Education.

The CPE works closely with both public and independent institutions through the DLAC in fulfilling the following KYVU-related responsibilities:

- Adopt an organizational structure for managing KYVU daily operations.
- Develop new enabling policies and review existing CPE legal responsibilities and policies, including those related to tuition, fees, financial aid, extended-campus (e.g., geographic service areas), academic program development and review, transferability of credit, accountability, and others, in light of the KYVU mandate, and revise as appropriate.
- Conduct needs assessments for courses, degree programs, and services.
- Develop a statewide plan for providing and marketing distance-learning access to postsecondary education.
- Identify appropriate providers to meet identified needs.
- Emphasize efficiency in the delivery of coherent programs of study normally leading to certificates or degrees, and in providing administrative and academic support services to students and faculty.
- Develop and maintain a clearinghouse system that, among other things, provides a focal point for student and educator access to a wide variety of services, a statewide catalogue of information for students, and a statewide schedule of KYVU courses and program offerings.
- Establish principles of good practice and quality standards for educational offerings.

- Facilitate statewide faculty development initiatives.
- Establish outcome measures and accountability processes to assess the efficiency and effectiveness of KYVU offerings.
- Identify pilot initiatives.
- Provide funding incentives that further the mission and purposes of the KYVU.

The CPE, to the extent allowable given its available resources, supplements the institutions' ability to accelerate the development of electronic offerings through grants to institutions and special projects. The CPE promotes interinstitutional collaborations and consortium arrangements that support institutional missions, produce quality program and course opportunities, and promote efficiencies in delivery approaches.

The chronology of events in the development of the KYVU and its continuing relationship with the CPE is described in Appendix A.
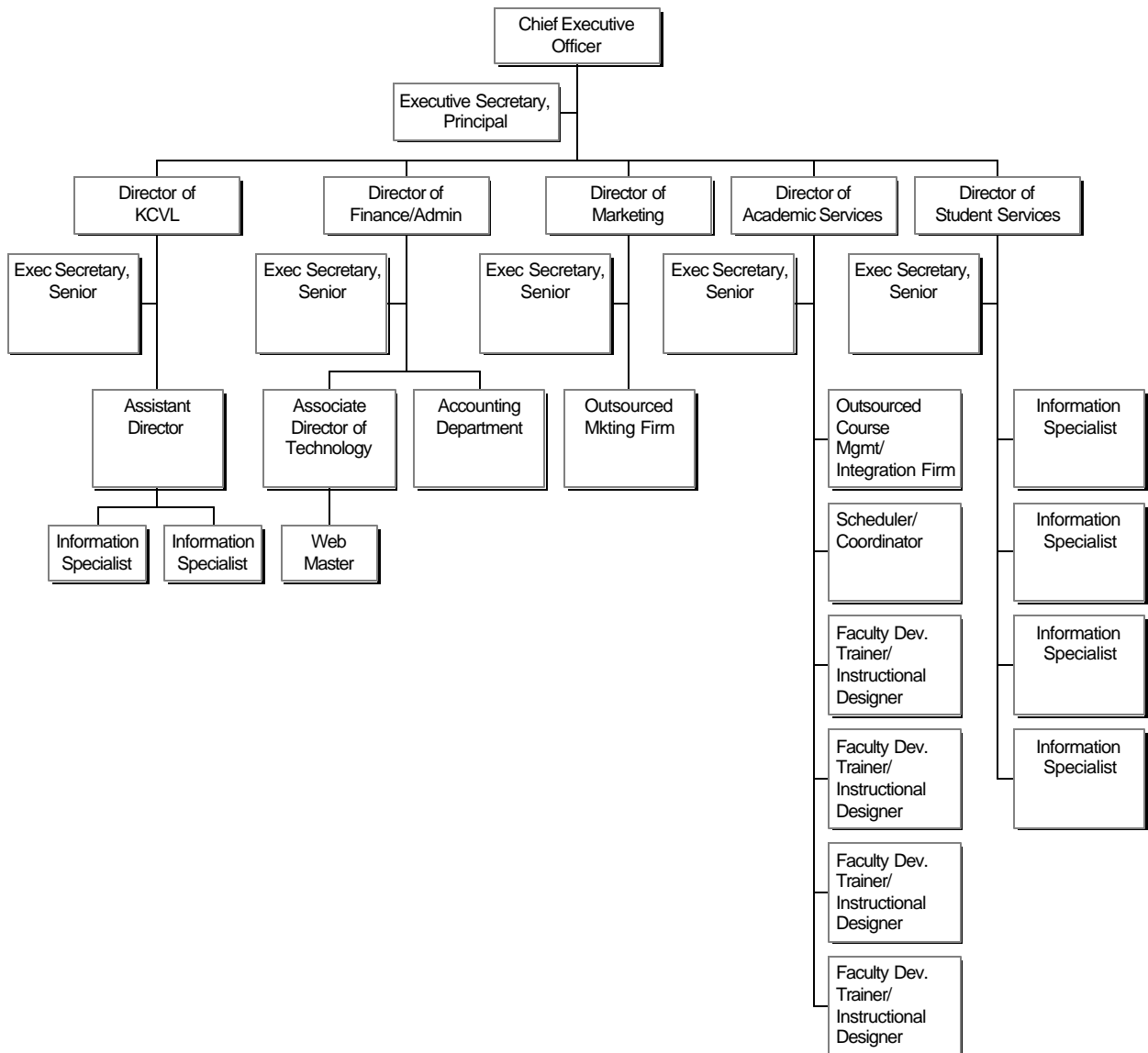
Organizational Structure of the KYVU

The KYVU has a Chief Executive Officer, Mary Beth Susman, who reports directly to the CPE President, Gordon Davies. Dr. Susman, who earned her Ph.D. in Sociology (Social Psychology) from the University of Denver in 1987, has extensive and award winning experience in the administration of distance learning initiatives. Five directors, each of whom has administrative and clerical support from senior executive secretaries, report to the CEO. The five directors are:

- Director of the KYVL: Ling-yuh W. (Miko) Pattie is well known nationally as a respected authority on electronic library services. Ms. Pattie is both an academic librarian and educator, most recently with the University of Kentucky. She served as the coordinator for the project that laid the foundation for the KYVL. The Assistant Director of KYVL is Susan Brown. The Assistant Director supervises two information specialists, Jackie Kinder and Teri Weil, who serve as on-call reference librarians.
- Director of Finance/Administration: Norma Northern received her M.P.A. from the University of Kentucky. The Finance Manager, Milton Skeen, handles the KYVU contracting processes. The Director of Finance/Administration also supervises an Associate Director of Technology and the KYVU Webmaster.
- Director of Marketing: Sue Patrick is responsible for developing a marketing and public information plan, creating an advertising campaign and overseeing the development of all marketing and advertising materials. Much of the marketing activities organized and supervised by the Director of Marketing are outsourced to PowerCreative, a marketing firm.
- Director of Academic Services: Myk Garn's primary duties are to coordinate and schedule the online programs and courses offered through the KYVU, and to coordinate and manage the faculty training opportunities and instructional design support for those courses. This involves the supervision of four personnel for faculty training and instructional design support. In addition, the Director of Academic Services manages the online courses that are outsourced to not-for-profit and for-profit providers for non-credit opportunities.

- Director of Student Services: Gene Ranvier is responsible for administering a "one-stop" environment in which potential students can learn about the KYVU and enrolled students can get all the services they need from a student teleservice center via phone, fax, mail, and the Web. This director supervises four information specialists, who are trained to operate the KYVU Call Center and thereby provide the 24-hour, 7-days a week student support services.

Organizational Chart for Kentucky Virtual University

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                          Chief Executive
                              Officer
                                 |
                        Executive Secretary,
                             Principal
                                 |
  ┌──────────────┬──────────────┬──────────────┬──────────────┐
Director of    Director of    Director of    Director of    Director of
  KCVL       Finance/Admin    Marketing    Academic Services Student Services
   |              |              |              |              |
Exec Secretary, Exec Secretary, Exec Secretary, Exec Secretary, Exec Secretary,
 Senior         Senior          Senior          Senior          Senior
   |              |                               |              |
Assistant      Associate                     Outsourced     Information
Director       Director of                   Course         Specialist
               Technology                    Mgmt/
   |              |         Accounting        Integration    Information
               Web         Department        Firm           Specialist
Information    Master                        Scheduler/     Information
Specialist             Outsourced            Coordinator    Specialist
Information            Mkting Firm
Specialist                                   Faculty Dev.   Information
                                             Trainer/       Specialist
                                             Instructional
                                             Designer

                                             Faculty Dev.
                                             Trainer/
                                             Instructional
                                             Designer

                                             Faculty Dev.
                                             Trainer/
                                             Instructional
                                             Designer

                                             Faculty Dev.
                                             Trainer/
                                             Instructional
                                             Designer
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Role of Postsecondary Institutions

The goals of the Kentucky Virtual University are first attained through the cooperative efforts of Kentucky's existing postsecondary institutions. Pursuant to KRS 164.800(3), "the regional universities shall be the primary developers and deliverers of baccalaureate and master's degree programs to be delivered by the Kentucky Virtual University; however, this does not preclude the University of Kentucky, the University of Louisville, or independent colleges from offering baccalaureate and Master's degree programs or other course offerings, and community colleges and the technical institutions offering associate and technical degree programs or other courses through the Kentucky Virtual University."

Responsibilities of the institutions include:

- Participating with the KYVU in identifying the postsecondary education needs of the citizens and employers in the Commonwealth.
- Identifying and developing distance learning courses, programs, and other credentialing mechanisms, that are responsive to the identified needs and that are consistent with institutional missions and the statewide Strategic Agenda.
- Reducing inefficiencies and improving quality in course and program offerings through inter-institutional cooperation, the use of distance learning technologies, and the application of contemporary instructional technologies.
- Identifying or developing high quality distance learning courses and programs that are competitive in the national and international market.
- Providing coordinated student, library, and academic support services for the KYVU that meet the unique needs of KYVU students.
- Participating in the KYVU consistent with CPE adopted policies and the statutory responsibilities of each institution.

Guiding Principles in Determining KYVU Affiliation

Decision-making processes for all entities and organizations charged with planning, coordinating, operating, and regulating the KYVU, including the CPE, the CPE-authorized KYVU coordinating entity, the DLAC, DLAC Work Groups, and education providers, is guided by this policy statement in its entirety, including the following guiding principles.

The functions of the KYVU are to:

- Implement the vision, goals, and objectives of the statewide strategic agenda for postsecondary education.
- Recognize institutional missions and their respective strategic plans.
- Effectively and efficiently utilize existing resources, including faculty, services, and information technology, to accomplish its goals.
- Capitalize on and create synergies among the educational resources and services of in-state institutions, both public and independent.
- Use regional, national, and international resources to meet the needs of students that cannot be met by in-state institutions.

- Use available state resources, including public schools, in the delivery of post-secondary education.
- Develop importing and outsourcing options where appropriate.
- Use educational best practices across the country and globe to conceptualize, develop, deliver, and evaluate instruction, student services, and faculty development.
- Respond promptly to demonstrated needs for programs and courses by providing instruction, learning resources, and student services where and when needed.
- Seek maximum transferability of credits among all institutions and programs, consistent with appropriate accreditation standards.
- Recognize the primary role of faculty in curriculum development.
- Promote faculty and staff reward and recognition systems that value innovative uses of alternative delivery systems.
- Recognize, evaluate and, where appropriate and feasible, adopt state-of-the-art technologies and processes that can best serve Kentucky's needs.
- Integrate, to the maximum extent possible, assessment of the KYVU with the CPE's existing accountability and comprehensive data base systems.
- Address intellectual property and copyright issues.
- Produce high quality student learning.

The KYVU Principles of Good Practice (see Appendix B) identify the expectations and requirements for provider participation. The quality of the postsecondary coursework offered via distance learning technologies through the KYVU is of paramount importance. Thus, each institution and faculty member offering an electronically delivered distance learning course or program and related student services through the KYVU are asked to ensure compliance with these principles. Though offering institutions are responsible for quality control, the KYVU is responsible for effective coordination of all KYVU offerings.

The Principles of Good Practice serve three purposes:

1. Guide the development of electronically delivered courses, programs, and student services to ensure that they exhibit characteristics of quality teaching and learning;

2. Ensure at the institutional level that the quality of each course, program, or related student service meets the criteria for nomination to the KYVU; and,

3. Provide a standard for reviewing the quality of a program, course, or related student service prior to acceptance by the KYVU.

Basic Assumptions

These Principles of Good Practice apply generally to credit-bearing courses; degree, diploma, and certificate programs; and student services delivered through the KYVU. Several assumptions are central to these Principles:

1. Institutions offering credit-bearing courses and programs are accredited by a nationally recognized accrediting body (regional agencies that accredit institutions) and authorized

by the Council on Postsecondary Education to offer courses and programs in Kentucky and elsewhere through the KYVU.

2. Institutions offering credit-bearing courses and programs through the KYVU satisfy all requirements of Kentucky approval agencies and those of nationally recognized regional/specialized accreditation agencies before students are enrolled in them and provide students with information about possible transfer problem issues.

3. An institution's specialty-accredited courses and programs meet the same or equivalent requirements when offered electronically through the KYVU.

4. An "institution" may be a single institution, an interinstitutional partnership, or a consortium of institutions.

5. An institution is responsible for reviewing the educational courses and programs it provides electronically and for ensuring continued compliance with these principles for all courses, programs and services listed with the KYVU. Listings with the KYVU represent such assurance to the public.

6. The KYVU coordinates participation by institutions delivering the offerings.

7. All courses and programs offered through the KYVU are developed, delivered, and assessed using processes that respect student and faculty needs, abilities, and learning processes.

II.

Initiating Distance Education Courses and Programs via the Kentucky Virtual University (KYVU)

The quality of the programs and courses offered through the KYVU is important to Kentucky's postsecondary reform effort as directed by a special session of the General Assembly of Kentucky in 1997. The KYVU does not hire faculty, provide instruction, offer degrees, nor seek accreditation. The primary role of the KYVU is to serve as a comprehensive, single point of entry for distant learners to a wide variety of credit, non-credit, program, and non-program offerings by institutions from within and beyond Kentucky. Thereby, in this student service role, the KYVU acts as the agent for institutions offering courses and degrees through the KYVU.

Locations where Instruction is Offered

In principle, the KYVU's participating educational institutions can include all the institutions in the state accredited by SACS and licensed by the CPE (see Appendix C). According to the guiding principles for the KYVU developed by the Distance Learning Advisory Committee, the KYVU must use regional, national, and international resources to meet the needs of students that cannot be met by in-state institutions. The online programs currently offered by the KYVU are listed in Appendix D. The KYVU has been charged to respond promptly to demonstrated needs for programs and courses by providing instruction, learning resources, and student services where and when needed.

At this time, the following educational institutions are participating in the KYVU:

Brescia University
Cumberland College
Eastern Kentucky University (EKU)
Georgetown College
Kentucky Community and Technical College System (KCTCS)
Kentucky State University (KSU)
Morehead State University (MSU)
Murray State University (MuSU)
Northern Kentucky University (NKU)
Sullivan College
University of Kentucky (UK, including Lexington Community College)
University of Louisville (UL)
Western Kentucky University (WKU)
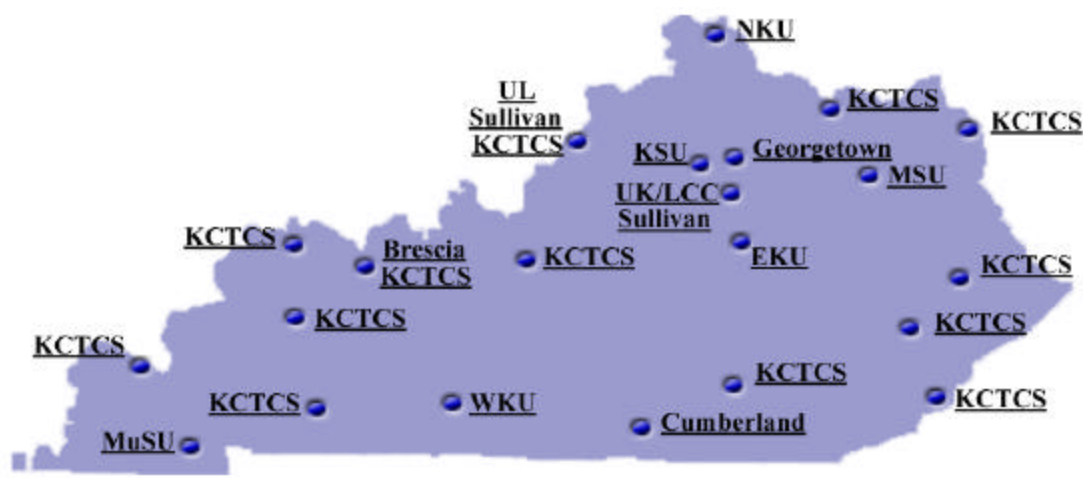
Provider Institutions for the KYVU
as of Fall 2000

KYVU Process and Systems for Delivery of Distance Education

In the programs offered via the KYVU, at least 75% of instruction will be conducted at a distance. Each of these institutions uses the KYVU support and processes for mounting distance education opportunities. In order to better serve the distant students, each provider must meet certain criteria for participation in the KYVU:

- be accredited in order to offer diplomas, certificates, associate, baccalaureate, or graduate degrees
- determine the admission and registration status of the distant student requesting to take a course offered via the KYVU, enroll the student, and process the student enrollment information with the instructor of the course and the KYVU
- agree to comply with the KYVU Principles of Good Practice (see Appendix B)
- submit and regularly update pertinent course and program information (see Appendix E)
- agree to abide by the policies and procedures established by KYVU committees, the Distance Learning Advisory Committee, and the Council on Postsecondary Education, such as:
  ◊ handle student billing for tuition and fees for each course offered
  ◊ serve as a "home" institution for those students enrolled in their institution and registered in the KYVU – thus, being the institution to determine their students' eligibility for financial aid awards (federal, state, institutional, other) or to hear appeals

◊ maintain a single point-of-contact (one for students and one for KYVU staff) for addressing the KYVU issues and questions
◊ offer at least 75 percent of the didactic portion of the program at a distance
◊ count courses the provider institution offers through the KYVU toward the residency requirement of the provider
◊ serve as a KYVU testing site (provide a proctor to administer all KYVU tests) and maintain standards set by the KYVU
◊ make course materials available to students through the KYVU bookstore

The procedure that provider institutions should follow in order to propose an online program to be offered via the KYVU is as follows:

1. Institutional Approval
   The institution is approved by the KYVU CEO to participate in the KYVU. A listing fee may be assessed for KYVU-affliated courses.

2. Information
   The provider submits the "Degree Program Information" required for participation. (See Appendix E.)

3. Program Review
   Programs will be reviewed by the KYVU based on the four- to six-year academic review cycles of the provider.

4. Other
   a) Provider assigns a program contact office, individual contact, and a phone number.
   b) "Home" provider institution agrees to support the specific needs of its KYVU student population by ensuring access for the distant student to the following services:
      - financial aid
      - library services
      - computer services
      - student services
      - ADA services

To submit a course to be offered via the KYVU, the provider institution follows these steps:

1. Institutional Approval
   The institution proposes to the KYVU staff the level to which it wishes to participate in the KYVU. The KYVU CEO must have already approved the institution as a new KYVU provider institution (see procedure above).

2. Information
   The institution submits the "Course Information" required for participation. (See Appendix E.)

3. Course Approval
   A course is approved by the KYVU for a calendar year (in which it may be offered multiple times).   If any adverse issues arise, then the KYVU Academic Council will address and make recommendations to the KYVU staff as needed. Ultimately, any issues not successfully resolved at the KYVU staff or Academic Council level would rise to the DLAC or CPE level.

4. Course Evaluation
   Courses will be evaluated using the evaluation processes of the institution.

5. KYVU Approved Technical Standard for Course Management
   If the course uses the web, the faculty member agrees to use the course management technical standard adopted by the KYVU, either as the online platform for the course or as a "wrap around" portal to an existing online environment.

6. Rescheduling
   A request to offer a course in a subsequent calendar year requires a new course approval by the KYVU.

7. All sections being offered must be approved first as a course.

When an individual seeks to take a course offered by the KYVU, the following steps are followed:

1. The individual should be currently enrolled or seek admission to a Kentucky institution which will serve as his or her "home institution." All the "home" institutional academic policies apply to this student.

2. The KYVU provides basic program and course information to the student, i.e.,
   • course prerequisites (if applicable),
   • academic preparation necessary for success
   • financial aid limitations
   • student qualifications (e.g., minimum age determined by the provider institution, U.S. citizen, TOEFL score, etc.)

3. If the student chooses to apply to a particular online line program, the KYVU refers him or her to the institution(s) offering the program.

4. The provider institution offering any course through the KYVU is responsible for establishing the calendar upon which student financial transactions are based.

The student's "home" institution determines the eligibility of the KYVU student for financial aid awards (federal, state, institutional, other). The "home" institution determines the amount of a financial aid award, informs the student, and administers the award.

5. The KYVU serves as the agent for Kentucky and other institutions for the initial contact and admission of non-degree students. The KYVU then collects the required information for non-degree admission (see the Student Registration policy in Appendix E.)

6. All students in the KYVU affiliated courses (credit or non-credit) are "registered" through the KYVU student information system. This KYVU registration reserves a slot for a student until the provider institution formally enrolls the student in the class. The reservation will include the assignment of a student ID number and the collection of student data to complete the KYVU registration form. The following minimum registration options are available for the KYVU student:
    - telephone contact with the KYVU Call Center
    - online registration on the KYVU website
    - mail registration

7. An unofficial record of all KYVU registrations/enrollments of each student is maintained by the KYVU. The KYVU transfers student course registration data to the provider in a timely and efficient fashion as agreed to by the provider and the KYVU. The provider admits the student to the course and enrolls the student in the provider student information system.

8. The course provider institution confirms, in writing, to the student of the admission to the course. This course enrollment notification includes:
    - name, address, contact phone number of the provider and help desk for online students
    - course title and number
    - calendar of key events and requirements, e.g., course start and end dates, tuition and other fee deadlines, campus meetings, proctored exams, etc.

9. The provider institution (public/independent, in-state/out-of-state) offering a course through the KYVU is responsible for the following transactions for each student enrolled in a KYVU course:
    - establishing the calendar upon which the student financial transactions are based
    - establishing the tuition (in-state/out-of-state, undergraduate/graduate, etc.) charges
    - establishing fee charges (if applicable), e.g., late payments, returned checks.
    - initiating student billing (including third party), to include:
      - installment plan options
      - calendar on which based
      - late payment deadline(s)

- checking for financial "holds"
- billing fee(s) set by the KYVU
- receiving payment(s) – NOTE: the KYVU can receive credit card payments as an agent of the provider.
- administering financial aid transactions
- administering refunds and waivers, e.g., senior citizen, employee
- collecting past due student accounts
- notifying the KYVU of student course withdrawals (and the KYVU will notify the KYVL and Eduprise)
- distributing to the KYVU fees collected on behalf of the KYVU

10. The course provider institution transfers official course enrollment information (i.e., student ID#, name, address, course number) to the course instructor and to the KYVU in a timely and efficient manner as agreed to by the provider and the KYVU. The KYVU will provide the class list to the KYVL and Eduprise. This class list should include KYVU student transactions related to:
- drop
- withdrawal
- disenrollment for non-payment

11. The course provider institution creates the KYVU final grade report and provides it to the instructor.

12. The student's "home" provider institution creates the official student transcript.

The KYVU's Support for Institutions' Students, Faculty, and Staff in Development and Presentation of Distance Learning Courses and Programs

Support for Students Using the KYVU Portal Website

Learners log on to the KYVU website
<www.kyvu.org>
and they can

- Discover if they are ready for online learning through self-administered assessment.
- Test their technology resources to see if they are sufficient for interacting with KYVU and its learning products.
- Download for free any software they might need to supplement their resources.
- Complete and send federal financial aid forms directly to the Department of Education in Washington D.C.
- Search for scholarships.
- Phone toll-free to information specialists and advisors.
- Apply with one form *and one fee* to all 57 public and independent colleges and universities in Kentucky and choose as many as they wish to send it to (including who they want the fee to go to).
- Email or phone academic and financial aid advisors at their desired institutions.
- Search interactive catalogues for programs and courses by discipline, by institutions, by title or by faculty.
- Learn about KYVU learning providers and their organizations.
- Register with one form for multiple courses offered by multiple institutions.
- Buy necessary and identified learning materials online and pay online with 48 hour free delivery guaranteed.
- Go to class/skill course/training.
- Meet fellow learners and learning leaders (faculty, trainers, etc.) through e-mail, chat rooms, forums.
- Carry on synchronous and asynchronous discussions with their fellow learners.
- Attach media and documents to send to their cohorts in learning.
- Create web resources for themselves and others.
- Carry out assignments.
- Take exams.
- Create portfolios.

- Engage in learning simulations.
- Create learning exercises.

The KYVU Call Center: 1.877.740.4357; KYVU@mail.state.ky.us

The KYVU Call Center provides a single point of access to student, library, and academic support services. The Director of the Call Center oversees the operation of the Center and the KYVU website and provides training and supervision of the staff. Call Center Specialists are responsible for providing information and advice to prospective and current KYVU students and KYVL patrons via telephone, Web, fax, and print. The Center's trained, student-centered staff provide appropriate and personalized student support in two ways:

1. A Web-based online system serves as a comprehensive catalog, an information source for programs and services, and a means for communicating with the KYVU staff (both by e-forms and by email, address *KYVU@mail.state.ky.us*). This online environment allows students to have unlimited access to activities such as enrolling in courses, seeking advice, ordering course materials from an e-Bookstore, and access to library resources.

2. A toll-free telephone number (1.877.740.4357) allows students without access to the Internet or those who prefer to speak directly to a person will have access to the same information and services available via the website.

The regular operating hours are 8:00 a.m. to 7:00 p.m. Monday through Friday; though weekend hours are added as needed. The primary functions of the Call Center are:

a. guidance and information
b. student orientation
c. student registration
d. correspondence: fax, phone, mail, and email
e. marketing
f. authentication of students and issuance of passwords for access to courses
g. institutional record-keeping and research with the use of databases
h. generation of FAQs (frequently asked questions) with answers
i. update student information sources: Web, databases, print, and brochures
j. update Manual (print and Web)

Technology Standard and 24/7 Technical Help Desk

Because the target audience of the KYVU is place- and time-bound adults who may not ever have used the Internet before, the KYVU has presented a single standard for web-courses across the institutions. Eduprise, an e-Learning applications service provider, has partnered with the KYVU to serve as the online environment for the entering student and as the portal platform for each KYVU course.   Once the KYVU student becomes familiar with the Eduprise web tools, other software packages that are often used by the various provider

institutions become more intuitive for the adult user. The Eduprise environment for students includes:

1. anytime online access or toll-free 800 access to help-desk support

2. access to a high-performance network and servers that are managed on a 24-hour basis

3. an electronic interface between the KYVU student administration system and each KYVU webcourse - and for students, this means that they only have to provide information to the KYVU once. When they register in a course, their data will be automatically transferred to their instructors' online instructional components.

Library Research, Document Delivery, Interlibrary Loan, and Help Desk

The KYVL <www.kyvl.org> is open 7 days a week, 24 hours a day, wherever the student can access the Internet. It provides electronic access to library collections all over Kentucky and to information services all over the world. Through shared databases and state of the art retrieval services, the KYVL provides academic support both to KYVU students and to any citizens through existing grade school, university, college and public libraries.

The KYVL provides students with the following services:

1. One look and feel for 11 online library catalogs and 32 electronic databases. The student can search across electronic catalogs, indexes, abstracts, and full-text databases to get an article he or she wants, either through online display, email, fax, or through other document delivery mechanisms. The databases can be freely accessed in any Kentucky library that is participating in the KYVL. These include public libraries, publicly funded academic libraries, many privately funded academic libraries, K-12 libraries, and many special libraries. Access from home is available to KYVU registered students and to officially registered patrons of Kentucky libraries.

2. Library materials delivered directly and quickly to the student's "home" library. After the student has found what he or she wants from a particular library and that it is available, the student can request to have that item sent free to his or her designated "home" library.

3. Online tutorial for information seeking and assessment <www.kyvu.org/cvl/infolit.nsf>. The tutorial helps teach students how to navigate through the electronic resources in order to effectively integrate the information into their learning and research.

4. Online access to unique Kentucky collections and state publications, and other Kentucky-oriented state and federal information resources in the Kentuckiana Digital Library.

5. Virtual reference service through the KYVL Help Desk. Students can ask for help from the KYVL reference libraries by calling toll-free at 1.877.740.4357 or filling out an online webform <www.kyvl.org/kyvl/html/ref/helpform.shtml>. The KYVL Reference Desk is staffed 8:00 a.m. to 7:00 p.m., Monday through Friday. The reference librarians personally assist students in navigating KYVL databases, acquiring information needed for course assignments, and solving problems in the use of KYVL services. These librarians also work with the Director in maintaining the KYVL guide and the FAQs (frequently asked questions) on the KYVL gateway.

Support for KYVU Provider Institution's Faculty and Staff

In partnership with Eduprise, an e-Learning applications service provider, the KYVU offers several kinds of training and support for the KYVU faculty and staff. Eduprise's Rapid Course Development and Delivery System (RCDDS) enables faculty in every public college and university in Kentucky to create instructionally sound, student-centric online courses by providing templates, a resource library, discussion forum, periodic status reports, and a technical help desk support 24 hours a day, seven days a week.

This support service for faculty currently teaching or planning to teach a course via KYVU is available on the KYVU website <http://www.kyvu.org> under the banner title, "Faculty Resources."

The KYVU contracted with Eduprise to undertake three phases of supported activities:

1. Start up planning, training, and professional development for instructors participating in KYVU pilot programs.

2. Technical support and pedagogical assistance to help instructors develop their courses and program for online delivery beginning in the fall of 1999 and to integrate the PeopleSoft student information system with the Eduprise RCDDS.

3. Continuing instructional design and curriculum development assistance for additional KYVU programs via dedicated support from four full-time Eduprise professionals beginning in the summer of 1999.

The KYVL also provides training for provider staff and faculty with onsite special training as needed. In particular, the KYVL librarians provide information on the KYVL's services and electronic resources in orientations for online programs; and they conduct "train the trainer" sessions for library contacts.

Besides training faculty and staff from the provider institutions in instructional design and best practices for internet delivery of curriculum, the KYVU offers many other support services:

- enters catalogue information about providers' offerings in a searchable fashion for ease of use by online students
- take applications and registration information and electronically download it into providers' own databases
- provide online bookstore for materials fulfillment of print and multimedia software needed by student users
- provide access to virtual library for provider's customers
- provide marketing for provider's programs/products
- provide e-commerce space for provider's who have fee-for-service projects
- locate extant courseware for providers and assist in the licensing and customization of the courseware for providers use
- provide "location" on KYVU website where provider can enter their data and conduct training and service transactions between provider and customer
- provide links from provider's location to courseware not sitting on KYVU platform with electronically managed logon/password system for user so that all has the same look and feel

Direct Faculty/Staff Involvement in Strategic Development of the KYVU

The KYVU relies on the direct involvement of the participating institutions' faculty and staff in the planning and growth of the KYVU. Though the Distance Learning Advisory Council and the Academic Council involve administrative representatives from the educational institutions of Kentucky, there are several workgroups of faculty and staff who work directly with and advise KYVU Directors. For the names of members, see the "About Us" webpage at <www.kyvu.org>.

Academic Services – Myk Garn

Faculty Development Work Group
KYVU Coordinators
Kentucky Academic Council

Finances/Administration – Norma Northern

Financial Aid Officers and Business Officers from Participating Institutions

Marketing – Sue Patrick

Public Relations representatives from Participating Institutions

Student Services – Gene Ranvier

Registrars and Admissions Officers from Participating Institutions

Virtual Library – Miko Pattie

KYVL for Teachers Work Group
Subcommittees:

Collections, Document Delivery, Government Information Access, Information Literacy, Kentuckiana Collections, Marketing, Planning and Policy, Technology, WebZ Design Work Group

IV.

The KYVU's Strengths, Challenges, and Future Activities

Strengths

Kentucky is now a national leader in Internet delivered education and has enjoyed widespread media coverage by such national news organizations as USA Today, the New York Times, C-Span, and the Chronicle of Higher Education. In addition, the KYVU has been featured in Delta, TWA, and American Airlines In-Flight News. The Smithsonian Institution archived the KYVU in its permanent collection in honor of the KYVU's efforts to effect positive social, economic and educational change through innovative information technology. The KYVU is currently the most successful virtual university of its kind measured by the number of enrollments.

The success of the Kentucky Virtual Library has been acknowledged by other states and even other nations, and the KYVL's support for the learning and research needs of all its users has served as a role model for many.

With the goal of "one-stop shopping," the KYVU offers a wide range of services to students, faculty members, and the public. The Call Center and Web page provides 24-hour/7-days-a-week access for the consumer. The Website provides a course catalog and schedule, general advising and referral of students, expedited admission and registration, an online bookstore, local testing and assessment sites, course material delivery, and library services (the Ky. Commonwealth Virtual Library). The Call Center provides a 24-hour technical help desk.

Since all faculty members who teach courses through the KYVU are employed by those accredited institutions that award the credit for the courses, all assessment and evaluation procedures reside in the provider institutions. Nevertheless, the KYVU supports an extensive faculty development program, and regular communication between the faculty continues via coordinator meetings and discussion forums on the KYVU website. KYVU also maintains regular contact with other state and regional agencies in order to create and clarify common goals and endeavors. The KYVU is, then, a partnership among Kentucky's public and independent institutions of postsecondary education. The KYVU has been the catalyst for new, collaborative efforts across the state.

The colleges and universities of Kentucky have provided the KYVU students high quality accredited programs for which demand is high. The KYVU experienced unprecedented growth of over 700% from its inaugural Fall 1999 term to Spring term 2000. One of the clearest indicators of the KYVU's success as a statewide venture is that the KYVU students come from 116 of Kentucky's 120 counties. Out-of-state registration also increased, and Kentucky has discovered a new export: higher education curriculum.

The natural spin-off of the KYVU has been the Kentucky Virtual High School that provided science, math and foreign languages to public high school students in its first semester. It was established primarily to serve those students whose districts are too small to be able to sustain programs in these subjects.

Challenges

Financial Sustainability

In anticipation of decreasing state budgets, the KYVU needs to address strategies for cost-recovery and self-sustaining opportunities. While the funding is in place for the KYVU for the next two years, it is not too soon to implement processes that generate revenues to support continued services and investment in curriculum production and faculty training. In particular, the KYVU will work to continue the benefit of institutions retaining all revenues from their KYVU course offerings.

A major issue now facing the CPE is the continued rise of expenditures by provider institutions that invest in additional campus servers and technical support services to meet the growing demand for technology-based instruction (both web-enhanced or distance learning courses). The KYVU has become a major source of student demand for increased capacity in the provider institutions' distance learning program offerings. In-house creation and delivery of web-based and web-enhanced courses can cost two times as much as using the KYVU's technology standard and learning network services.

Transferability of Online Courses, Residency Requirements, and Student Fees

The Southern Association of Colleges and Schools currently require that 25% of an undergraduate student's curriculum must be taken from the institution that is awarding the degree. For an associate's degree, this means 15 credit hours must be taken from the degree-awarding college, and for a bachelor's it is approximately 30 hours. This may hinder efforts at collaboration between the KYVU provider institutions that seek to offer joint degree programs across multiple institutions.

Present CPE policy sets out-of-state tuition rates at 3 to 1. In July of 2000, institutions will make their own decisions regarding whether and how much out-of-state tuition they charge. About half of the larger virtual campuses and virtual universities have discarded out-of-state tuition and charge the same for their distance courses regardless of the student's residency. The KYVU may fall behind its competitors if the current, unwieldy system of multiple tuition and fee scales from provider institutions remain in place.

Adult Literacy and Continuing Education

Approximately 36% of adults in Kentucky have not completed high school or received the GED (this statistic is closer to 50% in some regions). Over one million Kentuckians—over 40% of Kentucky's working age population—function at low levels of literacy. According to the Department for Adult Education and Literacy (DAEL), adult education programs in the state are serving only 5% of their potential market. The challenge that the CPE has taken up

in this area is to work with the DAEL to plan and implement a 20-year state strategy to reduce the number of adults in the most need of adult education and literacy services.

Future Activities

Financial Sustainability

- The KYVU will work more closely with the provider institutions to create a more inclusive technology standard for web-based courses offered through the KYVU. The partnerships between Eduprise and other e-Learning services for online education will lead to cost savings by provider institutions that otherwise would be purchasing their own software and hardware rather than taking advantage of the KYVU's technology standards.
- The KYVU will partner with non-profit and for-profit organizations to co-invest and co-own curriculum products such as self-paced remediation courses or pre-packaged courses that the KYVU provider institutions' faculty could customize and adapt to their needs. Not-for-credit self-paced training programs could be licensed at a group rate to retail to individual users or wholesale to Kentucky institutions to adapt for corporate and customized training projects.
- Demands for online certification testing and other forms of online assessment are rising. Secure, robust online testing could be offered as a fee-for-service business. This would be marketed to individuals or businesses.
- Web-based student support services could supplement or enhance what the students' home institutions already provide. These services offered via the KYVU could be offered on a fee-for-service basis, e.g.,:
  - career planning
  - college preparation
  - basic skills assessment
  - college search/select
  - credit for prior learning
  - financial aid and scholarship search
  - college recruiting
  - college lifestyle hubs
  - eCommerce retail services
  - college bulk purchasing
  - customized library research assistance, archiving, live videostreaming
  - writing lab
  - cybertutoring
  - degree audit between institutions

Transferability of Online Courses, Residency Requirements, and Student Fees

- SACS is considering the permutations that are possible in an online environment where students receive credits from a wider variety of institutions. When the KYVU students have an international field of higher education institutions to transfer to, those with the

most advantageous transfer policies will be in high demand. The KYVU provider institutions should prepare for a larger number of students requesting transfer credits with an eye to easing transfer policies where appropriate. In addition, institutions may wish to examine residency requirements that require a student to spend the last semester on a campus.

- The KYVU is working with Jim Lehman of the University of Maine Board of Trustees to implement a financial aid agreement wherein students from the University of Maine can take courses from the KYVU institutions and receive financial aid from their home Maine institution.
- The KYVU will continue to work toward a single tuition and fee rate for the KYVU students.

Adult Literacy and Continuing Education

- The Kentucky Virtual High School will provide diploma completion to adults and learning programs for shut-ins, youth in alternative programs, and incarcerated youth.
- The KYVU is collaborating with Houghton-Mifflin Company and Eduprise to create web-based curriculum for developmental reading and developmental math courses. These courses will be developed by Kentucky faculty as subject matter experts for publications and online courses that will be available not only for Kentuckians currently enrolled in the KYVU provider institutions but for commercial audiences as well.
- The KYVL has developed the Kentuckiana Digital Library in collaboration with libraries, special collections, and archives across the state. The KYVL staff will incorporate this new database in their "train the trainer" sessions, and the most valuable resources in our state archives will be available for ready use by teachers and students.

Appendix A.

May 1997

- Kentucky General Assembly approved and Governor Paul Patton signed into legislation the Kentucky Postsecondary Education Improvement Act of 1997, which mandated the creation of the Kentucky Virtual University (KYVU) by the Council on Postsecondary Education (CPE).

October 1997

- Ad hoc committee formed by CPE Chair Leonard Hardin to coordinate early stages of KYVU policy development. Members included Lee Todd (chair), Jim Miller, Norma Adams, Crit Luallen, Vi Miller, Jim Ramsey, Sue Hodges Moore, Ken Walker, Larry Fowler, and Steve Dooley.
- Leonard Hardin named the Distance Learning Advisory Committee (DLAC) to advise CPE on KYVU development.
- At October 22 meeting, CPE discussed its mandate to create a virtual university; Lee Todd presented models existing elsewhere, what Kentucky needed, whom the KYVU should serve, and how the CPE should proceed.

November 1997

- DLAC held its first organization meeting and discussed the "home institution" model proposed initially by Kentucky institutions, 1998/2000 funding request, and the status of Kentucky's current technology infrastructure.
- Representatives from Kentucky institutions visited Colorado to explore different virtual university models with representatives from National Center for Higher Education Management Systems (NCHEMS), Western Cooperative for Educational Telecommunications (WCET), Education Commission of the States (ECS), State Higher Education Executive Officers (SHEEO), and Colorado Electronic Community College.

January 1998

- At the DLAC meeting, George Connick, consultant and President Emeritus of the Education Network of Maine, presented Maine model. Lee Todd was directed to appoint members of two work groups – one to develop criteria for selecting pilot projects and one to guide development of an initial policy statement for the KYVU.
- The CPE Council for Chief Academic Officers met to identify collaborative opportunities for the KYVU.

March 1998

- The DLAC met to hear presentations on virtual university concepts and models by Sally Johnstone, Western Cooperative on Educational Telecommunications; Phillip Swain,

Indiana Partnership for Higher Education; and Mary Beth Susman, President of Colorado Electronic Community College. The DLAC discussed policy statement, institutional advisory group structure and roles, and needs assessment.

- The CPE contracted with George Connick to serve as a primary consultant for the KYVU development.
- Lee Todd named James Nelson to chair the Commonwealth Virtual Library Steering Committee. Todd also appointed the following members to KYVU work groups:
  - Policy Work Group: Merl Hackbart, Viola Miller, James Ramsy, Lee Todd, James Votruba, and Ken Walker
  - Pilot Work Group: Norma Adams, Virginia Fox, James Nelson, Gary Ransdell, and Aldona Valicenti

April 1998

- George Connick presented at the DLAC meeting on a vision of a virtual university for Kentucky and its primary functions, including call center, marketing, bookstore, "smart catalog," needs assessment, library services, computer hardware and software, and academic logistics.
- Northern Kentucky University offered to host and began development of the KYVU website.
- The 1998 General Assembly passed HB321 which included funding of $8,000,000 in 1998-99 and $9,605,000 in 1999-2000 for the KYVU and provided for up to $30 million in bond funds for technology infrastructure to support the KYVU and KYVL.

June 1998

- The DLAC approved the Policy Work Group's "Policy Statement Guiding Development of the Commonwealth Virtual University." George Connick presented his final report. The Council of Chief Academic Officers was directed to develop a set of principles of good practice for the KYVU at its annual retreat.
- The Pilot Projects Work Group developed guidelines for the pilot projects.

July 1998

- The DLAC approved the KYVU CEO position description, pilot project guidelines, work plan for implementation of the Connick report, and charges for the Student Services and Technology Work Groups.
- The CPE approved the KYVU policy statement. The "KYVU Pilot Project Criteria and Guidelines" were issued to institutions.

September 1998

- The DLAC approved charges for four new KYVU work groups: Academic, Financial Affairs, Marketing, and Bookstore.
- The CPE contracted with Pamela MacBrayne, Educational Network of Maine, as a subject matter expert on virtual university student services and call center operations.

October 1998

- Institutions across the state submitted 42 pilot projects to the KYVU Academic Council. The Academic Council held daylong retreat to evaluate the pilot project proposals and make selections. CPE staff was directed to negotiate budget adjustments with pilot project leaders.
- The DLAC approved nine pilot programs and 1998-99 budget. The nine pilot programs and the collaborating institutions were:
    - Associate in Applied Science (Network and Information System Technology)
      Kentucky Community and Technical Colleges System (KCTCS), Lexington Community College, Murray State University, Morehead State University
    - Associate in Arts (Going the Distance: The Next Frontier)
      KCTCS, Lexington Community College, Kentucky Educational Television
    - Bachelor of Science in Nursing
      12 public and independent colleges and universities, led by University of Louisville
    - Certificate (Office Systems Technology)
      Owensboro Community College and Owensboro Technical College
    - Certificate and Continuing Education (Firefighter)
      Elizabethtown Community College, Elizabethtown Technical College, Western Kentucky University, Eastern Kentucky University
    - Library Science Certification
      Lexington Community College, KCTCS, Ky. Department of Libraries and Archives
    - Master of Science (Communication Disorders)
      Eastern Kentucky University, Murray State University, U. of Louisville, UK
    - Master of Science (Rehabilitation Counseling)
      University of Kentucky and Western Kentucky University
    - Teacher Certificate (Special Education: Moderate and Severe Disabilities)
      Western Kentucky University, Eastern Kentucky University, Murray State University, University of Kentucky, University of Louisville, Western Kentucky University
- The Academic Council met to discuss its charge, the formalization of the Faculty Development Work Group, and the relationship of the Council to the Middle School Science and Math Task Force.
- The KYVU Pilot Kick-off Event featured Gordon Davies, George Connick, and Bill Graves (Collegis) as speakers. Faculty from across Kentucky's colleges and universities conducted 30 workshops on creating distance learning courses.

December 1998

- The CPE contracted with the Western Cooperative for Educational Telecommunications, subject matter experts on distance learning, to assist with the design of KYVU business processes and the development of a Request For Proposal (RFP) for outsourcing the KYVU bookstore.
- Cambridge Technology Partners, Peoplesoft implementers for the KCTCS, hosted a three-day "pre-scope" session to begin assessing the time and resource requirements for implementing the KYVU student administration system.

- Final interviews of the two CEO finalists included the DLAC, SPE, and all KYVU work group members; the CEO Screening Committee recommended to Gordon Davies that Mary Beth Susman be employed as the KYVU CEO. Dr. Susman accepted the position.
- Pilot project leaders met with Collegis representatives to discuss their projects and the Collegis faculty development program.

January 1999

- Collegis training began for the pilot project faculty and staff. Sessions held at the University of Kentucky (subsequent sessions held at University of Louisville and Jefferson Community College's Southwest Campus). Cambridge Scope session began for institutional staff representing registration, academic affairs, admissions, academic computing, technology bursar and other campus functions invited to participate.
- RFP for KYVU Bookstore issued.

February 1999

- Mary Beth Susman began work as KYVU CEO; advertisement for KYVU senior staff positions posted.
- University of Louisville held ITV conference with the KYVU Academic Council, Technology Work Group, and the Student Services Work Group members to discuss statewide Collegis contract for non-KYVU web-based and web-enhanced courses.
- Pilot project team leaders conducted teleconferences to discuss the next step in Collegis training – individual consulting sessions for Fall 1999 pilot project faculty.

April 1999

- The CPE approved the Academic Council's policies defining the criteria for participation in the KYVU, including
    - criteria for an online diploma/certificate/degree program to be offered via the KYVU,
    - course and course section criteria
    - the forms for the program, course, and course section information required from provider institutions
- The KYVL established the Kentuckiana Digital Library Subcommittee that began establishing the hardware and software infrastructure and selecting target collections from KYVL institutions for digitization.

June 1999

- Mary Beth Susman, CEO of the KYVU, wrote to the Southern Association of Colleges and Schools (SACS) to officially notify them of the start up of the KYVU and the nine pilot projects to be brought online by Fall of 1999. Since SACS accreditation resides with the institutions providing the curriculum and not with the KYVU, Dr. Susman's letter served mainly as a notification of the new presence of a statewide initiative.

September 1999

- The KYVU Coordinators from each provider institution met with Myk Garn, KYVU Director for Academic Services. They agreed to meet regularly thereafter (each semester) to maintain close communications with the KYVU and DLAC.

October 1999
- The BellSouth Corporation nominated the KYVU for the Computerworld Smithsonian Award.

November 1999
- The Kentucky Virtual Library was officially launched by Lee Todd and Jim Nelson on Nov. 1st at the Kentucky History Center in Frankfort. By the end of December the KYVL Usage Statistics were reported for the months of November and December as follows:
  - KYVL Gateway Server (for webpages): 356,158 hits; 54,006 pages
  - KYVL SiteSearch/WebZ Server (for catalogs and databases): 581,028 hits; 18,516 pages
  - Help Desk phone calls: 328

December 1999
- The KYVU conducted a survey of its charter class students to ascertain student satisfaction levels and solicit input to help enhance the KYVU experience for students through improved programs and service delivery. More than 30% of KYVU's Fall 1999 students responded.
- The marketing of the KYVU included print advertising in "Kentucky Monthly" and in 9 daily newspapers with the largest circulation in Kentucky. Color posters were developed in-house and distributed to more than 200 public, school, private, and special collections libraries throughout the state.

January 2000
- The Kentucky Virtual High School (KVHS) offered its first courses. The courses are available to all students who register at their local public school district. The KVHS is also available to adults working toward a GED or regular high school diploma, to persons learning English as a second language, home school students and young people housed in the Juvenile Justice System. Enrollment for Spring 2000 courses is limited to students already enrolled in a Kentucky public high school. Enrollment will be opened to others in Fall 2000. At that time, the KVHS will offer dual credit with the KYVU.
- The KYVU update report to the CPE announced on January 4, 2000, that the KYVU successfully reached its target market—nontraditional students in the 23-50 age range— who made up more than 70% of the spring 2000 enrollment. The student gender ration also reflected predictions that the KYVU would have significant appeal for women, with female registration outpacing males by more than 2-to-1 for the spring 2000 term (68% female). The KYVU also met its goal to increase access to higher education in Kentucky with in-state students registered for spring 2000 representing 116 of the state's 120 counties. Out-of-state registration increased to 16 states and 4 foreign countries. For complete information, see CPE Agenda Item C-6 for the meeting on January 24, 2000 on the CPE website at <www.cpe.state.ky.us/cpe/meeting/Jan2000/agenda.htm>.
- The National Library of Australia visited the KYVL to study how it might duplicate the kinds of services it offers.

February 2000

- The DLAC met and discussed the creation of a business sub-committee that would develop a business plan to make the KYVU become self-sustaining. The committee agreed that KYVU students would pay only one statewide registration/admissions fee per semester at their home institution when registering for KYVU courses.
- A public opinion poll of citizens of Kentucky was commissioned by the KYVU; and the UK Survey Research Center contacted 1,200 citizens to participate in the random sample telephone survey.
- The CPE agree to pay the cost of a courier service for delivering library materials to the "home" library for KYVU students. This initiative helps enhance services to historically underserved areas.
- Ecampus.com won the bid to serve as the KYVU bookstore vendor: Ecampus.com promised delivery within 48 hours with no delivery charge to students.
- The KYVU explored the possibility of an articulation agreement with the British Open University (and its affiliate, the Open University of America). The KYVU courses are listed with the Southern Regional Electronic Campus, allowing access to even more library resources via Georgia's Gallileo System.
- Southern Association of Colleges and Schools approved the KYVU to begin the process for considering a single, statewide institution for program assessment and review purposes. This statewide review process would produce significant cost savings for the institutions offering courses through the KYVU who otherwise would have to develop individual reports and pay for separate institution reviews.

March 2000

- The Kentucky Department of Military Affairs (DMA) and the KYVU began collaborative project to provide Internet access to the most underserved counties in Kentucky. After a survey by the DMA to determine the counties with the least access to the Internet, the KYVU provided two workstations and printers each in three National Guard armories in the cities of Marion, Tompkinsville, and Jackson. The National Guard will provide installation, network connectivity, security, and initial maintenance, with support by armory staff for the workstations. Local high school students will be tapped as interns in the facilities to help the public learn about computers and the Internet. The workstations are also available to National Guard members who wish to continue their higher education opportunities while they are on duty.

April 2000

- Mary Beth Susman organized the first international Virtual Education Executives Summit, a two-day summit of leaders of virtual education systems from across the United States, United Kingdom, Canada, and Mexico. The summit was held at the Marriott Griffin Gate in Lexington, KY on April 13-14th. One of the purposes of the meeting was to form strategic alliances in the virtual education environment. Summit attendees agreed to establish an informal association named "The Lexington Group" that would focus on topics such as public policy, marketplace, barriers to mobility, financial aid, and research and expertise. They also agreed to encourage transfer arrangements and other types of collaboration among their institutions. Leaders of various other virtual institutions who

were unable to attend the summit have also signed the Memorandum of Agreement. Three national associations (Southern Regional Education Board, EDUCAUSE, and Western Cooperative for Education Technology) invited the Lexington Group to affiliate with them.

May 2000
- The KYVU and the CPE co-sponsored a statewide Faculty Development workshop in Hebron, Kentucky, on the effective use of distance learning and the use of digital technology on campus to enhance student learning.

July 2000
- The CPE met on July 17, 2000, and approved the preliminary action plan for adult education. This plan responds to Senate Bill 1 (April 2000) which called for a multi-faceted strategy to improve significantly the knowledge and skills of Kentucky's citizens and to improve the health and well being of Kentucky's families and communities. The KYVU senior staff met with Dr. Cheryl King of DAEL to discuss how the new literacy and adult education initiatives can best use the KYVU.
- SACS Associate Director, Dr. Tom Benberg, visited the KYVU and suggested that the statewide review may not need to take place. Benberg noted that since so many of the provider institutions are currently undergoing decennial reviews and that so few of the other provider institutions have offered enough courses within a program to trigger a substantive change procedural review. The KYVU offered to serve as an "alarm clock" to the provider institutions and notify each institution when their course offerings on the KYVU reach the 50% mark of the program. The SACS substantive change procedure was outlined on the KYVU website, and a report sent out to each provider institution to delineate KYVU procedures that each institution will need to include in its notification to SACS.
- Miko Pattie, the KYVL Director, served on a review team for the state of Massachusetts to evaluate Harcourt Higher Education's virtual library resources and delivery system.
- At the July 17th CPE meeting, the KYVU reported continued successful enrollment data: Kentucky institutions provided 161 classes serving both undergraduate (1,206) and graduate (372) students from 116 Kentucky counties, 7 foreign countries, and 18 states.

Appendix B

The KYVU Principles of Good Practice

Curriculum and Instruction

- Each program or course of study results in learning appropriate to the rigor and breadth of the academic credit, degree, diploma or certificate awarded.
- A degree, diploma or certificate program, or course offered electronically is coherent and complete.
- Review and approval processes ensure that course and program activities are designed to fit the specific context for learning - nature of the subject matter, intended learning outcomes, needs and goals of the learners, the environment in which they live and learn, and instructional technologies and methods.
- The course or program provides for appropriate interaction between faculty and students and among students.
- Faculty qualified by institutional standards provide the appropriate supervision of the electronically delivered course or program, ensuring the rigor of the course of study, the quality of instruction, and the currency of materials.
- Academic standards for all electronically delivered courses and programs are set by the course/program faculty and are comparable to the same or similar course or program delivered on the campus(es) of the institution(s) originating them.
- Student learning in electronically delivered courses or programs is comparable to student learning in courses or programs offered at the campuses of institutions originating them.

Institutional Context and Commitment

Role and Mission
- The course or program offering is consistent with the institution's role and mission.
- The institution ensures the integrity of student work and the credibility of the degrees and credits it awards.
- The institution's distance learning policies are clear and fair concerning ownership of materials, faculty compensation, copyright issues, and utilization of revenue derived from the creation and production of software, telecourses, or other media products used for courses and programs delivered electronically.

Students and Student Services
- The program or course provides students with clear, complete and timely information on the curriculum, course and degree objectives and requirements, admission and registration, course schedules, advising, nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies.

- Enrolled students have reasonable access to appropriate student services and resources to support their learning.
- The institution maintains and publishes admission/acceptance criteria to assess whether a student has the background, knowledge and technical skills required to undertake the course/program.
- Advertising, recruiting and admissions materials clearly and accurately represent the courses, programs and services available.
- The institution or the KYVU provides or arranges for reasonable assistance to students who experience difficulty using the required technology.
- The institution or the KYVU maintains a process for resolving student complaints and for hearing student appeals through normal institutional policies.

Faculty Support
- The institution and the KYVU provide faculty access to support services specifically related to teaching via an electronic system.
- The institution and the KYVU ensure appropriate training for faculty who teach using distance learning technologies.
- The institution ensures that faculty have and use appropriate equipment, software, and communications to enable them to interact with students, participating institutions, and other faculty for a course or program delivered electronically.

Resources for Learning
- The institution and the KYVU ensure that enrolled students and their faculty have access to library and other learning resources appropriate to a course or program delivered electronically.
- The institution and the KYVU monitor, document, and assess the use of and costs related to electronic resources in terms of efficiency and appropriateness.
- The institution provides access to laboratories, facilities and equipment appropriate to the course or program delivered electronically.

Commitment to Support
- Institutional policies for faculty evaluation include appropriate recognition of teaching, research, scholarship, and service activities related to courses and programs offered electronically.
- The institution demonstrates a commitment to continuous quality improvement and ongoing support, both financial and technical, for courses and programs delivered electronically and offered by the KYVU.
- The institution continues a course or program for a period sufficient to assess it effectively, within available resources, and provides reasonable means for students accepted into a program to complete the degree, diploma, or certificate should the electronic offering be curtailed or discontinued.
- The institution has a plan and infrastructure (equipment and technical expertise) necessary to support the learning goals and quality delivery of courses and programs it offers electronically.

- The institution's long-term planning, budgeting, and policy development procedures reflect the staffing, facilities, equipment, and other resource needs essential to offering a quality array of electronically delivered courses and programs.

Evaluation and Assessment
- The institution, and the KYVU where appropriate, evaluates course and program quality and effectiveness, including assessments of student learning, student retention, and student and faculty satisfaction, and uses its program review policies and adapting procedures to address unique characteristics of electronic delivery.
- The institution provides for assessment and documentation of student achievement in each course upon its completion and of each program once a reasonable number of students have completed it.
- Program and course announcements and electronic catalog entries provide appropriate, accurate, and timely information.

List of Postsecondary Institutions in Kentucky

SACS-Accredited Postsecondary Institutions in Kentucky

The following list includes the
➤ degrees offered, i.e., A (Associate), B (Baccalaureate), M (Master's), and D (Doctoral)
➤ date of projected reaffirmation dates.

State-Supported Institutions
Eastern Kentucky University, A/B/M, 2005
Kentucky State University, A/B/M, 2008
Morehead State University, A/B/M, 1999
Murray State University, A/B/M, 2003
Northern Kentucky University, A/B/M/D, 2007
University of Kentucky, A/B/M/D, 2001
      (inc. Lexington Community College, 2000)
University of Louisville, A/B/M/D, 2006
Western Kentucky University, A/B/M, 2003
Kentucky Community and Technical College System, A, 2001

Independent Institutions that are members of the
Association of Independent Ky. Colleges and Universities (AIKCU)
Alice Lloyd College, B, 2006
Asbury College, B, 2009
Bellarmine College, A/B/M, 2007
Berea College, B, 2004
Brescia University, A/B/M, 2009
Campbellsville University, A/B/M, 2003
Centre College, B, 2004
Cumberland College, A/B/M, 2004
Georgetown College, B/M, 2001
Kentucky Christian College, A/B/M, 2008
Kentucky Wesleyan College, A/B, 2007
Lindsey Wilson College, A/B/M, 2002
Midway College, A/B, 2003
Pikeville College, A/B/D, 2001
St. Catharine College, A, 2008
Spalding University, A/B/M/D, 2005
Thomas More College, A/B/M, 1999
Transylvania University, B, 2002
Union College, A/B/M, 2003

Other Independent Institutions: Theological and Proprietary
Asbury Theological Seminary, M/D, 2003
Clear Creek Baptist Bible College, A/B, 2003
Lexington Theological Seminary, M/D, 2004
Louisville Presbyterian Theological Seminary, M/D, 2008
Mid-Continent College, B, 2001
Southern Baptist Theological Seminary, M/D, 2002
Sullivan College, A/B/M, 2003

Postsecondary Institutions in Kentucky Licensed by the CPE

This list does not include those institutions that are both licensed by the CPE and also SACS-accredited – they are included in the list above. The following schools are not SACS-accredited, but may be accredited by other organizations.

Frontier School of Midwifery
Kentucky Mountain Bible College
Lexington Baptist College
Louisville Bible College
Portland Christian School of Bible Studies
Simmons Bible College

Appendix D

Associate in Applied Science (Network and Information System Technology, NIST)
    KCTCS

Associate in Arts (Business Transfer Framework)
    KCTCS

Associate in Arts (using PBS/KET "Going the Distance: The Next Frontier")
    KCTCS

Bachelor of Independent Studies (Field of Study in Human Services)
    Murray State University

Bachelor of Science in Nursing
    University of Louisville

Bachelor of Science in Hospitality Management
    Sullivan College

Bachelor of Science in Human Resource Leadership
    Sullivan College

Library Science (Continuing Ed. Courses for College Credit and KDLA Certification)
    Lexington Community College

Master of Science (Communication Disorders)
    Eastern Kentucky University, Murray State University, University of Kentucky, University of Louisville, and Western Kentucky University

Master of Science (Management of Information Technology)
    Sullivan College

Master in Business Administration
    Sullivan College

Office Systems Technology Certificate
    KCTCS

Teacher Certificate (Special Education: Moderate and Severe Disabilities)
    Brescia University, Cumberland College, Georgetown College, Morehead State University, Northern Kentucky University, University of Louisville, Western Kentucky University

Program/Course Approval and Renewal Documents

Institutional Information

1. Institution Name
2. Address
3. Phone number of institution
4. FAX number of institution
5. URL for institution
6. FICE or OPEID identification number (assigned by the Dept. of Education)
7. Contact person (individual who will be the single point of contact for the KYVU staff)
8. Phone number of contact person
9. FAX number of contact person
10. Email address of contact person
11. Carnegie Classification Code (e.g., R I, II or III; Doctoral I, II or III; Master's I or II)
12. Institution calendar
13. Date institution was established
14. Tuition and fees for course or program offered through the KYVU
      a. per credit hour or per course charge
      b. fee(s) per course
      c. special fees
15. Total institutional enrollment (on- and off-campus)
16. Total current enrollment in distance learning program(s)
17. Type of student body (i.e., coed, etc.)
18. Affiliation or control (i.e., local, independent non-profit, Roman Catholic, etc.)
19. IRS status
20. Highest offering
21. Program (i.e., the general type of program(s) offered: liberal arts, technical, professional, etc.)
22. Accreditation(s)
23. Names, titles, phone numbers, email addresses for key administrators:
      a. Chief Executive Officer (President, Chancellor, etc.)
      b. Chief Academic Officer
      c. Chief Financial Officer
      d. Chief Student Services Officer
      e. Head Librarian
      f. Chief Information Officer (marketing, public information, etc.)
      g. Chief Information Technology Officer (computers, etc.)
      h. Admissions Officer
      i. Registrar
24. Description of the institution (50-100 words)

25. Description of the role of distance learning at the institution (50-100 words)
26. Key academic policies applicable to participation:
       a. add/drop
       b. withdrawal
       c. probation, dismissal
       d. grievances
       e. refunds
       f. grading policies
       g. etc.
27. Institutional certification by Chief Executive Officer (entered by the KYVU)
28. Date of institutional certification
29. Date of approval by CEO of the KYVU
30. Copy of provider catalog

Diploma, Certificate, Degree Program Information

1. Institution Name
2. CIP Code
3. Provider's Program Code
4. Program URL
5. Full Program Title
6. Program description (50-100 words)
7. Student Qualifications for Admission (e.g., age, SAT, TOEFL, etc.)
8. Academic prerequisites (e.g., H.S. diploma, RN, etc.)
9. Profile of Program Faculty (e.g., number of doctorates, etc.)
10. Language of Instruction
11. Geographic Boundaries for Program Participants
12. Credential awarded
13. Institution or institutions awarding the credential
14. Accreditation of the program, if any
15. Percent of students who complete the program within a program cycle
16. History of the degree being offered at a distance
17. Courses in the program (attach a list by course title in the following format):
       a. required courses
       b. elective courses
       c. total courses required for graduation
18. Sequencing of courses by term (i.e., term 1, term 2, term 3, etc.)
19. Number of credits :
       a. offered by the provider through the KYVU
       b. needed to graduate
       c. taken in transfer from other providers (KYVU or other)
20. Delivery format (include all that apply):
       a. Internet
       b. Email

c. CD-ROM
d. Compressed video
e. Satellite
f. Videotape
g. Print
h. Audiotape
i. Specialized software
21. Minimum equipment requirements for each student (e.g., computer, videocamera, etc.)
22. Supervision requirements
23. Describe on-site meeting requirements (if any)
24. Term program begins
25. Admission information (open, cohort group, special, etc.)
26. Admission requirements
27. Residency requirements
28. Number of students admitted to the program
29. Length of the program cycle (i.e., 2-5 years)
30. Special financial aid opportunities for this program
31. Tuition and fees:
    a. admissions fee
    b. per credit hour or per course charge
    c. fee(s) per course
    d. special fees (i.e., materials, testing, etc.)
32. Contact person for program:
    a. Name and title
    b. Phone, fax and Email address
33. Approval to offer program
    a. Program head
    b. Chief Academic Officer
    c. Chief Executive Officer
34. Date of submission
35. Date of approval by CEO of the KYVU

Proposed Course Information

1. Institution Name
2. Institution URL
3. Course URL (if applicable)
4. Full Course Title
5. Course description (25-100 words)
6. Number of credits
7. Course prerequisites
8. Course cancellation policy
9. Course certification:
    a. Course Instructor

        b. Chief Academic Officer
10. Provider submission officer
11. Date of submission
12. Date of approval by CEO of the KYVU

Course Section Information

1. Institution Name
2. Institution URL
3. Course URL (if applicable)
4. Full Course Title
5. Provider's section number
6. Language of instruction
7. Geographic boundaries for section participants
8. Copy of syllabus (either copy or link to web site)
9. Instructor:
        a. Name
        b. Bio or link address to bio on the web
        c. Rank
        d. Mailing address
        e. Phone
        f. FAX
        g. Email address
10. Minimum equipment/services requirement for students:
        a. Computer
        b. Software
        c. Internet access
        d. Email
        e. Other (explain)
11. Delivery format (include all that apply):
        a. Internet
        b. Email
        c. CD-ROM
        d. Compressed video
        e. Satellite
        f. Videotape
        g. Print
        h. Audiotape
        i. Specialized software
        j. Other (explain)
12. Number of on-site sessions (if any)
13. List of specific sites for section (if limited to those specified)
14. Date section begins (may refer to instructor's website if information found there)
15. Date section ends
16. Provider's enrollment begins
17. Provider's enrollment ends

18. Dates for drop, withdrawal, refund, etc.
19. Academic and financial consequences of drop, withdrawal, refund, etc.
20. Registration requirements, if any (e.g., must be admitted to a program, etc.)
21. Section enrollment minimum
22. Section enrollment cap
23. Section cancellation policy
24. Last date for section cancellation
25. Tuition and fees:
     a. Admissions fee (if any)
     b. Per credit hour or per section charge (in-state/out-of-state)
     c. Fee(s) per section
     d. Special fees (i.e., materials, testing, etc.)
26. Section certification:
     a. Section Instructor
     b. Chief Academic Officer
27. Provider submission officer
28. Date of submission
29. Date of approval by CEO of the KYVU
30. Access to:
     a. Bookstore materials form
     b. Library materials request form